

## GREENVILLE SCHOOL DISTRICT

301 Camperdown Way, PO Box 2848

Greenville, SC 29602-2848

**GRADES** PK-12

**ENROLLMENT** 61,991 Students

**SUPERINTENDENT** Dr. Phinnize J. Fisher 864-241-3456

**BOARD CHAIR** Tommie Reece 864-271-3619

**FISCAL AUTHORITY** District Board/Referendum

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2004

**ABSOLUTE RATING:** **GOOD**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	7	0	0	0

**IMPROVEMENT RATING:** **BELOW AVERAGE**

**ADEQUATE YEARLY PROGRESS:** **NO**

This district met 36 out of 37 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Average	N/A
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Average	No
<b>2004</b>	Good	Below Average	No

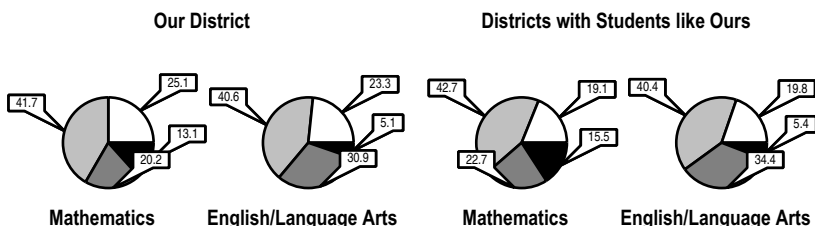
**DEFINITIONS OF DISTRICT RATING TERMS**





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

78.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our District</b>			<b>Districts with Students like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed both subtests</b>	77.1	N/A	N/A	81.1	N/A	N/A
<b>Passed 1 subtest</b>	12.0	N/A	N/A	9.9	N/A	N/A
<b>Passed no subtests</b>	10.9	N/A	N/A	9.0	N/A	N/A

**ELIGIBILITY FOR LIFE SCHOLARSHIP\***

<b>Percent of</b>	<b>Our District</b>	<b>Districts with Students like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	24.7	19.5
<b>Seniors who met the SAT/ACT requirement</b>	25.1	20.1
<b>Seniors who met the grade point average</b>	59.5	58.2

\*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	29,342	99.3	23.3	40.7	30.9	5.1	36.0
Gender							
Male	15,019	99.0	28.2	42.0	26.6	3.3	29.9
Female	14,323	99.5	18.3	39.3	35.3	7.0	42.3
Racial/Ethnic Group							
White	18,623	99.6	15.1	40.0	38.0	6.9	44.9
African-American	8,384	98.8	40.4	42.8	15.7	1.1	16.8
Asian/Pacific Islander	458	99.6	10.6	35.2	43.9	10.3	54.2
Hispanic	1,774	97.7	39.2	39.8	19.5	1.5	21.0
American Indian/Alaskan	33	93.9	35.0	35.0	25.0	5.0	30.0
Disability Status							
Not Disabled	24,219	99.5	17.3	42.0	34.9	5.8	40.6
Disabled	5,123	97.9	52.9	34.0	11.3	1.7	13.1
Migrant Status							
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	29,340	99.3	23.3	40.7	30.9	5.1	36.0
English Proficiency							
Limited English Proficient	686	95.3	61.0	27.1	10.6	1.3	11.9
Non-Limited English Proficient	28,656	99.4	22.6	41.0	31.3	5.2	36.5
Socio-Economic Status							
Subsidized meals	11,893	98.6	37.9	43.3	17.5	1.4	18.8
Full-pay meals	17,443	99.7	14.2	39.1	39.3	7.4	46.8
Mathematics							
All Students	29,334	99.5	25.0	41.7	20.2	13.0	33.2
Gender							
Male	15,014	99.3	26.0	40.6	20.1	13.4	33.4
Female	14,320	99.6	24.1	42.9	20.3	12.7	33.0
Racial/Ethnic Group							
White	18,619	99.7	16.4	41.0	25.1	17.6	42.7
African-American	8,381	99.1	44.7	43.3	9.3	2.7	11.9
Asian/Pacific Islander	458	99.8	7.5	31.9	28.8	31.9	60.7
Hispanic	1,773	99.0	34.2	45.6	14.4	5.9	20.3
American Indian/Alaskan	33	93.9	20.0	35.0	35.0	10.0	45.0
Disability Status							
Not Disabled	24,212	99.7	18.8	43.4	22.9	14.9	37.8
Disabled	5,122	98.2	55.9	33.3	7.0	3.8	10.8
Migrant Status							
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	29,332	99.5	25.0	41.7	20.2	13.0	33.2
English Proficiency							
Limited English Proficient	686	98.0	49.7	35.7	10.2	4.3	14.5
Non-Limited English Proficient	28,648	99.5	24.5	41.8	20.4	13.2	33.6
Socio-Economic Status							
Subsidized meals	11,888	99.0	40.0	44.1	11.7	4.1	15.8
Full-pay meals	17,440	99.7	15.6	40.2	25.5	18.7	44.2

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	4,808	99.1	16.8	32.8	42.9	7.5	50.3
	Grade 4	4,894	99.3	22.5	41.6	33.2	2.6	35.9
	Grade 5	4,900	99.6	27.9	49.5	21.5	1.1	22.6
	Grade 6	5,001	99.0	31.4	37.5	25.8	5.4	31.1
	Grade 7	4,794	98.8	27.8	45.9	23.9	2.4	26.3
	Grade 8	4,878	98.6	29.7	46.0	20.9	3.4	24.3
<b>2004</b>	Grade 3	4,743	99.5	13.6	27.6	46.7	12.1	58.8
	Grade 4	4,909	99.6	19.0	40.6	37.3	3.1	40.3
	Grade 5	4,920	99.4	22.3	50.9	25.1	1.7	26.8
	Grade 6	4,996	99.1	34.0	36.0	25.5	4.5	30.0
	Grade 7	4,963	99.3	26.4	46.0	24.0	3.6	27.6
	Grade 8	4,834	99.3	26.7	45.5	23.2	4.6	27.8

<b>Mathematics</b>								
<b>2003</b>	Grade 3	4,808	99.9	15.4	44.2	23.8	16.6	40.4
	Grade 4	4,894	99.9	20.0	43.5	21.7	14.8	36.5
	Grade 5	4,900	100.0	23.8	45.6	21.4	9.2	30.6
	Grade 6	5,001	99.7	25.5	36.0	22.5	16.0	38.5
	Grade 7	4,794	99.6	33.1	38.4	16.2	12.4	28.6
	Grade 8	4,878	99.7	35.3	45.5	12.5	6.8	19.2
<b>2004</b>	Grade 3	4,743	99.9	15.7	49.6	24.5	10.3	34.8
	Grade 4	4,909	99.8	20.3	41.3	23.3	15.1	38.3
	Grade 5	4,920	99.8	24.2	42.7	18.6	14.5	33.0
	Grade 6	4,996	99.1	26.7	36.8	22.0	14.5	36.5
	Grade 7	4,963	99.2	29.3	38.3	17.8	14.6	32.4
	Grade 8	4,834	99.4	36.3	43.5	13.5	6.8	20.2

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

These schools will be reported in a separate document.

**DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

Title I schools that fail to make adequate yearly progress for two consecutive years

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>							
All Students	4,566	96.6	13.0	22.3	31.2	33.5	64.6
<b>Gender</b>							
Male	2,289	95.7	16.7	22.4	31.8	29.1	60.9
Female	2,277	97.6	9.4	22.3	30.5	37.8	68.3
<b>Racial/Ethnic Group</b>							
White	3,024	97.6	7.1	16.2	33.3	43.4	76.6
African-American	1,255	94.6	25.5	36.9	26.6	11.0	37.6
Asian/Pacific Islander	72	98.6	10.3	17.6	25.0	47.1	72.1
Hispanic	196	94.4	28.4	29.5	28.4	13.6	42.0
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	3,950	97.6	7.4	21.2	33.7	37.7	71.4
Disabled	616	90.4	52.4	30.1	13.2	4.3	17.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	4,566	96.6	13.0	22.3	28.1	33.5	64.6
<b>English Proficiency</b>							
Limited English Proficient	73	87.7	58.6	27.6	10.3	3.4	13.8
Non-Limited English Proficient	4,493	96.8	12.4	22.3	31.4	33.9	65.3
<b>Socio-Economic Status</b>							
Subsidized meals	1,106	95.5	27.5	36.6	26.1	9.8	35.8
Full-pay meals	3,460	97.0	8.5	17.9	32.7	40.9	73.6

<b>Mathematics</b>							
All Students	4,564	96.3	19.1	26.4	28.1	26.4	54.5
<b>Gender</b>							
Male	2,288	95.3	21.8	25.9	26.2	26.1	52.3
Female	2,276	97.2	16.5	26.8	30.0	26.7	56.7
<b>Racial/Ethnic Group</b>							
White	3,022	97.3	11.7	22.0	31.8	34.5	66.4
African-American	1,255	93.9	37.2	36.4	19.8	6.6	26.4
Asian/Pacific Islander	72	98.6	10.3	13.2	25.0	51.5	76.5
Hispanic	196	94.4	26.7	39.2	22.7	11.4	34.1
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	3,948	97.2	12.6	26.7	31.0	29.7	60.7
Disabled	616	90.1	64.8	23.8	8.2	3.2	11.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	4,564	96.3	19.1	26.4	28.1	26.4	54.5
<b>English Proficiency</b>							
Limited English Proficient	73	87.7	41.4	34.5	12.1	12.1	24.1
Non-Limited English Proficient	4,491	96.4	18.8	26.2	28.3	26.6	54.9
<b>Socio-Economic Status</b>							
Subsidized meals	1,105	94.4	35.2	35.6	20.4	8.9	29.2
Full-pay meals	3,459	96.9	14.2	23.5	30.5	31.8	62.3

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	3,477	95.2%	3,210	24.7%	3,749	77.5%	N/A
<b>Gender</b>							
Male	1,640	96.1%	1,533	24.4%	1,840	74.2%	
Female	1,751	95.6%	1,677	24.9%	1,909	80.8%	
<b>Racial/Ethnic Group</b>							
White	2,526	97.5%	2,290	31.0%	2,586	82.9%	
African American	734	90.1%	763	5.0%	974	63.3%	
Asian/Pacific Islander	50	100.0%	49	51.0%	61	93.4%	
Hispanic	69	91.3%	94	14.9%	116	66.4%	
American Indian/Alaskan	1	I/S	1	I/S	7	85.7%	
<b>Disability Status</b>							
Not disabled	2,953	96.4%	2,970	26.5%	3,330	83.0%	
Disabilities other than speech	445	91.9%	240	2.5%	419	34.1%	
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	3,368	95.9%	3,210	24.7%	N/A	N/A	
<b>English Proficiency</b>							
Limited English proficient	3	I/S	31	9.7%	38	68.4%	
Non-LEP	3,372	95.9%	3,179	24.8%	3,707	77.7%	
<b>Socio-Economic Status</b>							
Subsidized meals	494	87.0%	552	3.1%	701	58.5%	
Full-pay meals	2,893	97.4%	2,658	29.2%	3,048	81.9%	

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

**EXAM PASSAGE RATE BY SPRING 2004**

	Our District	Districts with Students like Ours
Percent	95.2%	96.5%

**GRADUATION RATE**

	Our District	Districts with Students like Ours
Number of Students	3,749	1,037
Number of Diplomas	2,907	828
Rate	77.5%	81.9%

**2003-04 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	506	502	505	503	1011	1005
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	19.6	19.7	19.7	19.8	20.4	20.5	20.0	20.1	20.1	20.1
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 61,991)				
First graders who attended full-day kindergarten	92.0%	N/C	96.0%	97.2%
Retention rate	4.2%	Down from 4.4%	3.1%	5.3%
Attendance rate	96.0%	No change	96.4%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.4%		5.4%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	4.0%		4.2%	5.1%
Eligible for gifted and talented	18.3%	Down from 18.7%	16.8%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.4%	Up from 12.0%	10.2%	10.9%
Older than usual for grade	3.7%	Down from 3.9%	2.9%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Down from 1.3%	1.0%	1.1%
Enrolled in AP/IB programs	33.0%	Up from 31.1%	17.0%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	1393	Up from 721	215	157
Completions in adult education GED or diploma programs	261	Down from 493	74	39
Annual dropout rate	2.5%	Down from 2.6%	3.4%	2.9%
Teachers (n= 3,888)				
Teachers with advanced degrees	50.0%	Up from 49.1%	55.7%	50.0%
Continuing contract teachers	85.2%	Up from 80.6%	85.1%	84.6%
Highly qualified teachers**	92.8%	N/A	94.0%	92.5%
Teachers with emergency or provisional certificates	4.6%		2.9%	4.4%
Teachers returning from previous year	90.3%	Down from 90.7%	91.6%	89.9%
Teacher attendance rate	95.7%	Down from 98.4%	95.6%	94.7%
Average teacher salary	\$41,142	Up 1.9%	\$41,987	\$40,566
Vacancies for more than nine weeks	0.4%	N/C	0.0%	0.3%
Prof. development days/teacher	11.7 days	Up from 9.3 days	11.0 days	12.0 days
District				
Superintendent's years at district	0.5	Down from 3.0	4.5	3.0
Student-teacher ratio in core subjects	22.9 to 1	Down from 23.4 to 1	22.3 to 1	21.0 to 1
Prime instructional time	90.5%	Down from 93.8%	90.7%	89.5%
Dollars spent per pupil*	\$6,516	Up 2.4%	\$6,564	\$7,217
Percent of expenditures for teacher salaries*	57.2%	Up from 56.2%	58.3%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	99.0%	No change	98.6%	97.3%
Number of schools	89	Down from 91	15	8
Number of magnet schools	13	No change	0	0
Number of charter schools	3	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	7.7%	Down from 8.0%	4.9%	4.3%
Average age in years of school facilities	17	Up from 16	21	26
Number of schools with SACS accreditation	86	Down from 87	14	8
Average administrator salary	\$65,394		\$69,790	\$67,300

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**SCHOOL DISTRICT GOVERNANCE**

<b>Board Membership</b>	12 trustees elected to single-member seats
<b>Fiscal Authority</b>	District Board/Referendum
<b>Average Number of Hours of Training Annually</b>	9.0 per board member
<b>Percent new trustees completing orientation</b>	100.0%

**DISTRICT SUPERINTENDENT'S REPORT**

We provide educational experiences, in cooperation with the home and community, that prepare students for lifelong learning and for ethical, productive participation in a democratic society and the global community.

... Mission Statement from Priorities for Performance, The Education Plan

We in Greenville County Schools believe that it is important to measure our success one child at a time. We perform this measurement by asking all stakeholders to be accountable for that child - the child himself, parents, teachers, staff, administrators and the community as a whole. This report card is a tool to help us gauge our progress in guiding students, individually and collectively, to attain their greatest potential. For this reason, we welcome the opportunity to measure our performance and to learn where we need to focus more attention.

No longer is it enough to memorize information and master mathematics facts. Today's student must take information and interpret it in new and different ways. The successful student uses logic and reason to reach conclusions before he/she marks the correct answer on the PACT assessment. Not only has the volume of knowledge increased, but also the application of that knowledge requires critical thinking skills. Our students are working harder, and our schools are working smarter! The bar has been raised for all of us, and we welcome the challenge.

We invite you to join in our commitment to make our schools better. Visit our website. Review our Priorities for Performance in our Education Plan. You may reach us at [Infoline@greenville.k12.sc.us](mailto:Infoline@greenville.k12.sc.us). We solicit community interest and participation in our schools. Public education is an investment in the future of each child, our community and the world. We must be successful! Accountability is critical to that success.

Dr. Phinnize J. Fisher